

STATE OF CALIFORNIA

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING



"ladder to success"

PARAPROFESSIONAL TEACHER TRAINING PROGRAM

*THE CALIFORNIA SCHOOL PARAPROFESSIONAL
TEACHER TRAINING PROGRAM*

A PROGRESS REPORT TO THE LEGISLATURE

October, 2001

THE CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAM: A Progress Report to the Legislature

Author

Marilynn Fairgood, Consultant

Professional Services Division



**Mary Vixie Sandy, Director
Amy Jackson, Administrator**

Professional Services Division

**1900 Capitol Avenue
Sacramento, California 95814**

October, 2001

The California Commission on Teacher Credentialing

State of California
Gray Davis, Governor
October, 2001

Commission Members

Alan D. Bersin, Chair	Administrator
Lawrence H. Madkins, Vice Chair	Teacher
Chellyn Boquiren	Teacher
Carolyn Ellner	Higher Education Representative
Margaret G. Fortune	Public Representative
Beth Hauk	Teacher
Elaine C. Johnson	Public Representative
Carol Katzman	Public Representative
Helen Lee	Public Representative
Alberto Vaca	Teacher
Marilyn Whirry	Designee, Office of the Superintendent of Public Instruction

Ex-Officio Members

Representing:

Carol Bartell	Association of Independent California Colleges and Universities
Joyce Justus	Regents, University of California
David Levielle	California Postsecondary Education Commission
Bill Wilson	California State University

Executive Officer

Sam W. Swofford, Ed.D.	Executive Director California Commission on Teacher Credentialing
------------------------	--

Table of Contents

Executive Summary of the Report.....	1
Introduction to the Paraprofessional Program.....	5
Progress Report on the Program Sites	7
Program Accomplishments	8
Introduction to the Status Report.....	9
Current Status of the Paraprofessional Teaching Program	10
Growth of the California School Paraprofessional Teacher Training Program.....	10
Common Attributes of Local Programs	12
Local Education Agency, California Community College and Four-Year College and University Program Participants.....	14
Ethnicities of Current Participants and Program Graduates.....	19
Academic Standing of Paraprofessional Program Participants.....	21
Certification Goals of Program Participants.....	24
California Basic Educational Skills Test (CBEST) Passage Rate.....	28
Program Graduates and Current Program Participants Employed as Teachers.....	32
Economic Status of Participants.....	36
California School Paraprofessional Teacher Training Program Support.....	39
Conclusions	43
 Appendix A: Chapter 1444 of the Statutes of 1990, Which Established the California Paraprofessional Teacher Training Program.....	 A-1
Appendix B: Chapters 737 and 831 of the Statutes of 1997, Which Authorized Expansion of the California School Paraprofessional Teacher Training Program.....	 B-1
Appendix C: Panel of Career Ladder Experts Responsible for Selection of New Local California School Paraprofessional Teacher Training Programs.....	 C-1

Executive Summary

The California School Paraprofessional Teacher Training Program was established by legislation authored by Senator David Roberti (SB 1636) in 1990. With the signature of Governor George Deukmejian, SB 1636 became Chapter 1444 of the Statutes of 1990 adding sections 69619 to 69619.3 to the Education Code. With amendments, these sections appear in Appendix A at the end of this report.

The primary purpose of the California School Paraprofessional Teacher Training Program is to create local career ladders that enable school paraprofessionals to become certificated classroom teachers. School paraprofessionals are teachers' assistants, library-media aides and instructional assistants who contribute to the education of hundreds of thousands of students in K-12 public schools. The Legislature created the program to respond to teacher shortages, improve the instructional services that are provided by school paraprofessionals, diversify the teaching profession, and establish innovative models for teacher education. Follow-up legislation (Chapter 1220, Statutes of 1991) required that the program focus on the recruitment of paraprofessionals to specialize as bilingual and special education teachers.

The core of the program consists of academic scholarships to defray the costs of tuition, books and fees for paraprofessionals who complete college and university coursework to meet teacher certification standards by earning college degrees and teaching credentials. The program contributes to the existing pool of fully-certificated teachers by recruiting individuals from the paraprofessional classification (i.e., instructional aides, instructional assistants) into the teaching profession. Most of the paraprofessionals enter the program having previously completed relatively few college courses. All of the program participants continue to serve as part-time paraprofessionals in K-12 schools while they enroll as part-time students in colleges and universities. Because of these circumstances, completion of the program requires a long-term commitment by the program participants, each participating school district, county office of education, institution of higher education and the State of California.

Funding for the program was included in the State Budget for the first time in 1994. The 1994-95 budget contained \$1.478 million in local assistance funds for implementation of the program, and a \$60,000 addition to the Commission's budget to administer the program.

Section 44393 of the Education Code requires the California Commission on Teacher Credentialing to report to the Legislature regarding the status of the California School Paraprofessional Teacher Training Program. According to this statute, the report to the Legislature is to include information regarding the number of paraprofessionals recruited, the academic progress of the school paraprofessionals, the number of paraprofessionals recruited who are subsequently employed as teachers in the public schools, the degree to which the program meets the demand for bilingual and special education teachers, the degree to which the program or similar programs can meet that demand if properly funded and executed, and other effects of the program on the operation of the public schools.

Although most of the original participants in the 1995 cohort have completed the program and accepted positions as classroom teachers, this report is an interim report because some of the original cohort members are still making satisfactory progress toward the completion of degrees and credentials. This report is the Commission's fourth progress report to the Legislature pursuant to Section 44393 of the Education Code.

Expansion of the California School Paraprofessional Teacher Training Program

From January 1995 through June 1999 the program consisted of 13 program sites that, at its peak in 1998, served as many as 580 participants at a funding level of \$1.478 million. The original 13 programs include the participation of 14 California Community Colleges and 14 California State University campuses. Currently, these 13 programs support 362 participants.

The 13 programs not only support participants by paying full tuition, all book costs and other institutional fees, but they also provide academic support, test preparation and payment of administrative fees for all state-mandated examinations, credential application and fingerprint processing fees and, in a number of instances, child care.

AB 352 and AB 353, Chapters 737 and 831, Statutes of 1997, authorized expansion of the program and re-authorized it as the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997 (Education Code Sections 44390-44393). The Act mandated that as of January 1, 1998 the program must recruit a minimum of 600 candidates from among 24 school districts or county offices of education. No funding, however, was provided in 1997 to expand the program as required by law. These statutes appear in Appendix B at the end of this report.

In addition to other changes, the 1997 legislation authorized the participation of not only the California Community Colleges and the California State University, but allowed for participation of the University of California and private/independent colleges and universities with approved teacher preparation programs. The legislation also includes a \$3000 per year maximum expenditure allotment per participant. As with the original legislation, there is no local matching funds requirement.

In January 1999 Governor Gray Davis identified the California School Paraprofessional Teacher Training Program as an important element of his education initiative, *Enhancing Professional Quality*, and allocated a \$10 million dollar augmentation for program expansion in the 1999-2000 California State Budget.

On August 16, 1999, the Commission issued a Request for Proposals (RFP) which invited all district and county superintendents to compete for participation in the newly expanded program. Districts and county offices of education could apply singularly or as consortia. Interested school districts and county offices had until October 15, 1999 to respond to the RFP. A total of 35 proposals were received by the October 15, 1999 submission deadline. Of these, 31 were recommended for funding.

The program has grown 300% with the number of program participants increasing from 522 in 1999-2000 to 2,268 in spring 2001. We anticipate that the remaining 362 original program participants will have attained full certification by 2003. This report and all future reports to the

Legislature will not only focus on the progress made by the remaining original program participants but on programs and participants included in the program expansion. Once additional data are compiled and analyzed, the Commission will submit additional progress reports to the Legislature.

The Paraprofessional Teacher Training Program Expansion Review Panel And Funding Criteria

On November 2-3, 1999 a panel of eleven experts, comprised of individuals representing those agencies identified in law, met to review the proposals submitted for consideration and to make a funding recommendation for each. Individuals selected to serve on the panel possess extensive experience in the development and administration of successful career ladder programs. The list of panel members is included in Appendix D at the end of this report.

Education Code Section 44393 identifies the criteria for funding of Paraprofessional Teacher Training Programs. The funding criteria were described in the RFP and used by the review panel to make a funding recommendation. The criteria are listed below.

1. Responsiveness to issues identified in the RFP,
2. Organized cohorts that are responsive to legislative priorities (bilingual crosscultural teachers, multiple subject teachers for any of grades K-3 inclusive, special education teachers, and other local needs),
3. Support provided for participating paraprofessionals,
4. Collaboration and articulation between LEAs and IHEs,
5. Career ladder in place or under development,
6. Well conceived multi-year plan to support paraprofessionals through the process,
7. Sufficient project staffing, and
8. Cost effectiveness.

Introduction to the California School Paraprofessional Teacher Training Program

Since 1994-95, when the Paraprofessional Teacher Training Program was initially funded, it has produced 319 fully-credentialed program graduates and has enabled 2,268 other paraprofessionals to approach their goal of becoming certificated teachers. The program has achieved these successes by creating local career ladders that reward successful paraprofessionals with increasing responsibilities and compensation.

The Legislature and Governor established the program to address several key issues and challenges in California's public schools, including: the shortage of teachers, the value of improving instructional services to K-12 students, the need to diversify the teaching profession, and the opportunity to explore innovative models for teacher education. The statute called for the Commission to realize these goals by awarding grants, through a competitive process, to several school districts or county offices of education who would implement the program at local sites.

In August 1994, the Commission adopted a plan for implementing the Paraprofessional Teacher Education Program. Four months later the Executive Director selected and the Commission confirmed thirteen sites to receive grants. These 13 program sites are located throughout the state, and have been operational since January 1995. In September 1996, the Commission resolved several policy questions about filling vacant positions in the local programs and replacing individual participants who complete the local programs prior to other members of their cohorts. The Commission decided to allow local project directors to fill vacated positions with new paraeducators who would come into the program at academic levels that parallel the current levels of the continuing participants in the program. This decision maximizes the productivity of the program without unnecessarily prolonging the duration of the local assistance grant awards.

In 1997, the Legislature enacted Assembly Bills 352 and 353 (Scott, Wildman, et al.) and re-authorized the program under the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997. Among other things, the Act authorized expansion of the program to serve a minimum of 600 participants. No funding, however, was provided in 1997 to expand the program. In January 1999, Governor Gray Davis identified the program as an important element of his education initiative, *Enhancing Professional Quality*, and allocated an additional \$10 million in the 1999-2000 State Budget for program expansion.

In June 2000, the Commission confirmed an additional 29 sites to receive grants. These 29 programs have been operational since July 2000. Forty-two programs serve 2,268 participants, in 90 California public school districts and county offices of education.

The California School Paraprofessional Teacher Training Program is a teacher preparation and certification program. Paraprofessionals are expected to earn preliminary or professional clear certification within the timelines established by their programs and approved by the Commission. The program contributes to the pool of certificated classroom teachers by

recruiting district and county office employees serving as paraprofessionals into the teaching profession.

At its inception in 1995, the total number of program participants was 566. The number of individuals participating in the program since 1995 has fluctuated, normally and predictably, during various points of program development. Currently, the program includes 326 male and 1,942 female paraprofessionals. The goal of each paraprofessional is to attain certification. To attain certification an individual must earn a baccalaureate degree and complete a teacher preparation program. A full-time student with no prior collegiate coursework would typically complete the baccalaureate and teacher preparation requirements in five years of full-time study.

Since January 1995, the prior academic experience of program participants varied from completion of little or no postsecondary coursework (0 - 6 units) to completion of extensive prior coursework (90 or more units). As a result, the participants enter the program at different levels of academic attainment, and they enroll in postsecondary institutions as freshmen, sophomores, juniors and seniors. The typical teacher preparation and certification path for paraprofessionals begins with completion of community college coursework that articulates with a four-year college or university course of study for completion of the subject matter requirement for a teaching credential and a baccalaureate degree. After the degree is awarded, the individual enters a university or district internship program and completes professional preparation coursework and experiences. A preliminary or professional clear credential is issued at the conclusion of the internship. To maximize the productivity of the program, the Commission requires that local sponsors admit participants in *cohorts* such that all members of a cohort begin with approximately equal levels of prior coursework. This requirement also fosters the success of the program participants by emphasizing the important role of *peer support* as the participants progress through their collegiate and professional studies.

All of the participants must continue to work as part-time paraprofessionals during their enrollment in the program. To remain in the program, they must also adhere to its academic standards, including completion of a minimum number of units per quarter/semester, and maintenance of a minimum grade point average. Additionally, most of the participants have families, and many of them function as the heads of their households. Because of these professional, academic and personal requirements, almost all of the program participants are part-time students. Taking all of these factors into consideration, it may take as many as seven years of part-time study for a participant who has finished little or no prior coursework to earn a baccalaureate degree and complete a teacher education program. While the participants' status as part-time students has the effect of prolonging their completion of the program, it does not increase the program's overall costs, because the part-time enrollees are charged part-time college and university tuition fees.

A total of 319 participants have graduated from the program and have become fully-certificated teachers during the six years since January 1995. Of the 319 graduates, 45 had completed extensive coursework prior to entering the program, and a few of them had previously earned baccalaureate degrees. Nevertheless, all of the 319 participants achieved full certification as classroom teachers less than six years after entering the program. The Commission anticipates that an additional 452 participants currently enrolled in teacher preparation programs will

graduate with full teacher certification within the next one to two years. This will bring the program's output, in terms of the total number of fully-certificated teachers it will have produced for California's public schools, to 771. To evaluate the success and effectiveness of the California School Paraprofessional Teacher Training Program, its productivity should be viewed in light of the fact that all of the participants must work and maintain families and households while they complete college and university coursework for academic degrees and professional certification.

Progress Report on the Program Sites

Program sites have utilized various approaches to implement the state law. There are, however, some common components among the programs. A key common component is the support that is provided to the participants, as mandated by law. Besides the financial support that the Commission provides, personal support comes from three different sources: local education agency support, college and university support, and cohort support.

Local Education Agency Support

The first sources of support for paraprofessionals in career ladders are the local education agencies. Support by school districts takes many different forms, including: tutoring, California Basic Educational Skills Test (CBEST) preparation training, Multiple Subject Assessment for Teachers (MSAT) preparation training, mentoring, and in-kind contributions. At each of the sites, the project coordinator establishes an accountability relationship with each paraeducator by reviewing transcripts and obtaining grade reports at the conclusion of each quarter or semester. This enables the coordinator to discern if the paraeducator is positively progressing through the program. If the paraeducator is not making progress, then the coordinator can refer the individual to a particular tutoring session that is provided either by the school district or by the college or university. In many cases a paraeducator obtains informal tutoring from a certificated teacher at the school of employment, which supplements formal instruction in the program.

Basic skills tutoring and CBEST preparation are other forms of support that school districts offer to the participants. Most of the program sites attempt to prepare the paraeducators for the CBEST early in their academic pursuits, so they may attempt the CBEST and pass the examination while their academic skills are in active use.

Success for paraeducators can also be attributed to the mentoring programs that the projects provide. Many program sites select a teacher to serve as a Support Provider or Mentor for the cohort. The duties and responsibilities of the Support Provider include, but are not limited to: guiding paraeducators along the career path, assisting paraeducators in finding individual training opportunities, demonstrating teaching activities, and guiding paraeducators through district bureaucracy.

Local education agencies also demonstrate their support with in-kind contributions that include office space for study groups or cohort meetings, consumable supplies, equipment rental, staff

time, and release time for the paraeducators. Programs have also enjoyed the support of their local classified and certificated employee unions.

College and University Support

The second source of support is the college or university. All sites offer both degree advisors and teaching credential advisors. This provides the participants with resources to navigate their way through their degree and credential programs. The proximity of the advisors makes them readily available to the paraeducators. All of the projects include college and university staff and administrators as members of their advisory councils, which gives the program visibility on the respective campuses.

Cohort Support

In discussions with the paraeducators, the source of support most often mentioned is the support provided by the paraeducators themselves. This peer support takes many forms. Most of the local programs hold monthly or bimonthly cohort meetings where the paraeducators can discuss, with their fellow paraeducators, problems they may be having in college classes being taken, problems in the classrooms in which they are working and problems experienced on a personal level. Hearing how others have solved similar problems seems to give the paraeducators encouragement, and fosters a supportive and collegial environment within the cohort.

To maximize cohort support, the Program Directors hold cohort meetings and invite guest speakers to discuss topics that are relevant to the paraeducators. For example, programs utilize members of their cohorts who have majored in mathematics to tutor other members so that they may be successful in passing the math portion of CBEST. Participants also provide other forms of support such as car-pooling, a cohort library, and study groups, which some paraeducators feel are as important as other forms of support.

Program Accomplishments

The success of the program is directly attributed to the (1) type and level of support, guidance and assistance provided participants, which includes the personal nurturing of cohort members by program directors and coordinators and by postsecondary advisors and program coordinators, (2) payment of tuition, other institutional fees and book costs, and (3) direct access to not only a local education agency contact person but access to a contact person at each community college and four-year college and university campus.

One of the major successes of the program is the collaboration that has begun to occur between school districts and postsecondary institutions. These successful collaborative partnerships that currently exist as a result of this program have strengthened relationships between local education agencies and postsecondary institutions. Advisory councils comprised of school district administrators, college and university administrators and teacher representatives have been appointed.

Another major success is the retention rate. From January 1995 through June 1999 the program enjoyed a 100% retention rate in teaching. Of the 319 fully-credentialed graduates trained through the program 315 are still employed in California public schools. Two of the 4 who are no longer teaching in California are serving as teachers out-of-state. Due to these developments, the retention rate for California service is 98%. The program's retention rate is due, in part, to the fact that participants have experience in classroom settings. In most instances participants have served in a classroom environment for more than eight years. Therefore, program graduates do not experience the culture shock that might be experienced by individuals with little or no classroom experience.

The local projects are using a significant range of program models, which will assist the Commission in its overall evaluation of the effectiveness of career ladder programs for the recruitment of teachers.

Introduction to the Status Report

Since its inception, each California School Paraprofessional Teacher Training Program has been required to report to the Commission on an annual basis. Each local program is asked to provide the following information:

- (1) The number, racial, and ethnic classification of school paraprofessionals participating in the program
- (2) The number and racial and ethnic classification of school paraprofessionals who have successfully completed the program
- (3) The total annual cost per person participating in the pilot program, based upon all state, local, federal and other sources of funding
- (4) The economic status of individuals participating in the program
 - (a) The income range of the family:
 - Under \$10,000
 - \$10,000-\$20,000
 - \$20,000-\$30,000
 - \$30,000-\$40,000
 - \$40,000-\$50,000
 - over \$50,000
 - (b) Whether the paraeducator is the head of the household and the number of household members
 - (c) Whether the paraeducator pays for his/her own medical benefits
- (5) A description of financial and other resources made available to the program by participating school districts, county offices of education, California Community Colleges, California State University campuses, and other participating organizations

- (6) A budget that accounts for the grant funds used to date and projected expenses to the end of the calendar year
- (7) The status of each participant in the program (units completed, projected time-to-degree, credential area, attending school full-time or part-time, courses taken in the last year)
- (8) A narrative description of the successes and challenges experienced to date in the implementation of the program, including any anticipated modifications to the program
- (9) The status of the career ladder (Is a career ladder in place? If so, does it include salary compensation? Is professional growth credit awarded?)

Current Status of the Paraprofessional Teacher Training Program

Most of the information contained in this report was compiled from Annual Reports by the 42 local programs. In addition to the Annual Reports, information is included from a few other sources such as information gathered at meetings with program directors and coordinators in 2000 and 2001. All data sources are indicated at the top of each data table on the following pages.

This program status report consists of 10 data tables and a conclusion. An analytic summary of each table is provided below. The summaries precede the corresponding tables.

Data Table 1: Growth of the California School Paraprofessional Teacher Training Program

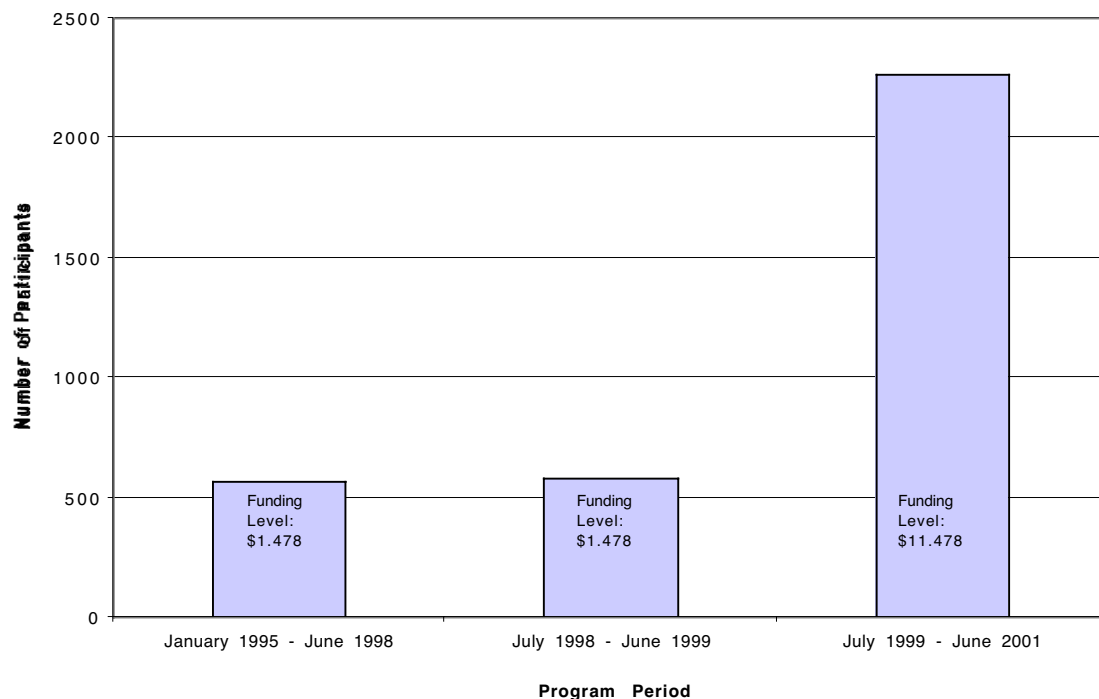
In 1999, Governor Gray Davis identified the California School Paraprofessional Teacher Training Program as an important element of his education initiative, *Enhancing Professional Quality*, and allocated \$10 million in the 1999-2000 California State Budget for program expansion. Data Table 1 shows that the paraprofessional program has grown more than 300%, from 13 to 42 local programs serving 2,268 participants at a funding level of \$11.478 million.

Initial legislation does not include a per capita for the original 13 program sites, although the Commission requires the cost of tuition, books and fees to comprise more than one half of each local program's budget. These programs support participants by paying full tuition, all book costs and other institutional fees at an average of \$2,802 per participant. The original 13 sites currently serve 362 participants. It is anticipated that all remaining participants of this cohort will graduate by December 2003.

The 29 expansion programs are allocated a maximum of \$3000, per paraprofessional, per year. With the exception of one, all expansion programs have developed waiting lists of prospective participants. Each program will conduct its participant selection process in fall 2001. Following completion of the local processes, participant numbers should reach approximately 3,000. The Commission anticipates issuance of a Request for Proposals in spring 2002 to further increase participant numbers.

**Status Report Data Table 1:
Number of Participants in Paraprofessional Programs and Funding Level
by Program Year**

(Data Source 2000-01 Annual Reports)



Data Table 2: Common Attributes of Local Programs in the California School Paraprofessional Teacher Training Program

In addition to requirements mandated by statute and the grant conditions established by the Commission, the 42 local California School Paraprofessional Teacher Training Programs have several excellent attributes that, although not "common" in the typical meaning of the word, are included in each local program. Table 2 describes these "common program components" that contribute to the success of the statewide program.

Status Report Data Table 2: Common Attributes of 42 Local Programs in the California School Paraprofessional Teacher Training Program

(Data Source: 2000-2001 Annual Reports)

- (1) All 42 local programs include a program administrative staff that consists of stakeholders who also serve as a decision-making body.
- (2) All 42 local programs include open and continuous communication between participants, program directors, program coordinators and local education agencies.
- (3) All 42 local programs include personal nurturing by PTTP Directors, Coordinators, administrative staff, and teacher preparation program coordinators and counselors.
- (4) All 42 programs include highly successful collaboration efforts between local education agencies and institutions of postsecondary education.
- (5) All 42 programs include ongoing needs assessment and monitoring of the academic progress of each participant, including a personal needs assessment.
- (6) All 42 programs require that each participant complete a minimum number of units per quarter/semester. Participants must also maintain a minimum grade point average in order to remain in the program.
- (7) All 42 local programs include a billing process, established between the local education agencies and postsecondary institutions. This process is administered by each project's administrative staff and relieves participant anxieties regarding payment of tuition, other institutional fees and book costs.

Table 2 Continued: Common Attributes of Local Programs

- (8) All 42 programs include extensive support and assistance provided by each project's administrative staff, local education agencies and institutions of postsecondary education in order to facilitate each participant's expeditious progress through baccalaureate degree and professional preparation programs. Support may include:
- priority enrollment and entry into required courses for program participants;
 - tutorial support, and access to technology labs;
 - credential test preparation workshops and study sessions several times per year;
 - regularly scheduled academic advising as well as informal personal counseling; and
 - theme specific workshops and instructional methodology workshops throughout the year.
- (9) All 42 programs encourage peer mentoring.
- (10) All 42 programs include regularly-scheduled cohort meetings which are held throughout the year.
- (11) All 42 programs offer facilities, provided by the local education agencies and/or institutions of postsecondary education, for meetings, workshops, classes and social gatherings such as awards ceremonies.
- (12) All 42 local programs include flexible work schedules granted by local education agencies so that participants may attend college classes and cohort meetings.
- (13) All 42 programs include a racial and ethnic make-up of participants which mirrors that of the student population of the local education agencies served by the projects.
- (14) All 42 local programs include facilitation of a seamless transition into the teaching profession by providing all those hired with Mentor Teacher Support, Beginning Teacher Support and Assessment (BTSA) Program participation, Alternative Certification Program and/or District Internship Program participation.
- (15) All 42 local programs include the development and maintenance of program files and a Plan of Study for each participant.
- (16) All 42 programs have mutually benefited from partnerships between the postsecondary institutions and the local education agencies. As a result of these relationships, the California School Paraprofessional Teacher Training program has helped to solidify partnerships between the participating institutions and various other career ladder programs within the local education agencies.

Data Table 3: Local Education Agency, California Community College and Four-Year College and University Program Participants

State law mandates that participating local education agencies enter into articulation agreements with participating campuses of the California Community Colleges and/or the California State University, University of California and private institutions of higher education that offer accredited teacher training programs. Beginning on the next page, Table 3 shows that the 42 local programs have entered into formal written articulation agreements with 35 campuses of the California Community Colleges, 17 California State University campuses, 2 campuses of the University of California and 4 independent colleges and universities. These K-12 partnerships with postsecondary institutions contribute to the program's goal of creating innovative teacher education models. It should also be noted that program participants are being trained for service in 90 school districts and county offices of education.

Status Report Data Table 3: Local Education Agency, California Community College and California State University Program Participants Original 13 Programs

(Data Source: 2000-2001 Annual Report)

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CAMPUS OF THE CALIFORNIA COMMUNITY COLLEGE	PARTICIPATING CAMPUS OF THE CALIFORNIA STATE UNIVERSITY
Anaheim Program	Anaheim City School District Centralia School District Cypress School District Magnolia School District		California State University, Long Beach
Azusa Program	Azusa Unified School District Charter Oak School District	Citrus Community College	California State University, Los Angeles
Chula Vista Program	Chula Vista Elementary School District	Southwestern Community College	San Diego State University
Clovis/Fresno Program	Clovis Unified School District Fresno Unified School District		California State University, Fresno
Glendale Program	Glendale Unified School District		California State University, Los Angeles
Lodi/Redding Program	Lodi Unified School District New Hope Elementary School District Galt Joint Union School District Enterprise School District Shasta County Office of Education	San Joaquin Delta Community College	California State University, Stanislaus California State University, Chico
Los Angeles Program	Los Angeles Unified School District		California State University, Dominguez Hills

TABLE 3 Continued: Original 13 Program Participants

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CAMPUS OF THE CALIFORNIA COMMUNITY COLLEGE	PARTICIPATING CAMPUS OF THE CALIFORNIA STATE UNIVERSITY
Merced Program	Merced City School District Atwater Elementary School District Livingston Union School District Planada Elementary School District Weaver Elementary School District Winton Elementary School District	Merced Community College	California State University, Stanislaus
Oakland Program	Oakland Unified School District	Laney Community College	California State University, Hayward
San Francisco Program	San Francisco Unified School District	City College of San Francisco	San Francisco State University
San Jose Program	San Jose Unified School District		San Jose State University
Stockton Program	Stockton Unified School District	San Joaquin Delta Community College	
Ventura County Program	Hueneme School District Ventura Unified School District Oxnard Elementary School District Rio School District	Ventura Community College Oxnard Community College Moorpark Community College	California State University, Northridge (Ventura Campus)
TOTAL : 13	30	10	14

Status Report Data TABLE 3 Continued: Expansion Programs

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CAMPUS OF THE CALIFORNIA COMMUNITY COLLEGE	PARTICIPATING CAMPUS OF THE CALIFORNIA STATE UNIVERSITY
Anaheim Program	Anaheim Union High School District Anaheim City School District	Fullerton Community College	California State University, Fullerton
Antelope Program	Antelope Valley Union High School District	Antelope Valley Community College	California State University, Bakersfield
Azusa Program	Azusa Unified School District	Citrus Community College	California State University, Los Angeles
Bellflower Program	Bellflower Unified School District ABC Unified School District	Cerritos Community College	California State University, Long Beach
Clovis/Fresno Program	Clovis Unified School District Fresno Unified School District	Fresno City College Reedley College	California State University, Fresno
Fresno County Program	Fresno County Office of Education	Fresno City College Reedley Community College West Hills Community College	California State University, Fresno Fresno Pacific University

TABLE 3 Continued: Expansion Program Participants

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CAMPUS OF THE CALIFORNIA COMMUNITY COLLEGE	PARTICIPATING CAMPUS OF THE CALIFORNIA STATE UNIVERSITY
Glendale Program	Glendale Unified School District	Glendale Community College	California State University, Los Angeles California State University, Northridge
Hayward Program	Hayward Unified School District	Chabot Community College	California State University, Hayward
Kings County Program	Kings County Office of Education Armona Union School District Central Union School District Corcoran Joint Unified School District Delta View Joint Union School District Island Union School District Kit Carson Union School District Lakeside Union School District Leemore Union School District Leemore Union High School District Pioneer Union School District Hanford Joint Union High School District Kings River Hardwick School District	West Hills Community College College of Sequoias College of Sequoias	California State University, Fresno Fresno Pacific College Fresno Pacific College Chapman University Chapman University
Lennox Program	Lennox School District	EL Camino Community College	California State University, Dominguez Hills
Lodi Program	Lodi Unified School District	San Joaquin Delta Community College College	California State University, Stanislaus
Long Beach Program	Long Beach Unified School District	None	California State University, Long Beach
Los Angeles Program	Los Angeles Unified School District	Los Angeles City College East Los Angeles College Los Angeles Southwest College Los Angeles Mission College Los Angeles Valley College West Los Angeles College	California State University, Los Angeles California State University, Dominguez Hills California State University, Long Beach California State University, Northridge
Merced Program	Merced City School District Alview Dairyland Union School District Atwater Elementary School District Chowchilla Elementary School District Delhi Unified School District	Merced Community College	California State University, Stanislaus

TABLE 3 Continued: Program Expansion Participants

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CAMPUS OF THE CALIFORNIA COMMUNITY COLLEGE	PARTICIPATING CAMPUS OF THE CALIFORNIA STATE UNIVERSITY
Merced Program continued	Dos Apalos-Oro Loma School District Hilmar Unified School District LeGrand Elementary School District Livingston Union School District Merced County Office of Education Planada Elementary School District Winton Elementary School District	Merced Community College	California State University, Stanislaus
Monterey County Program	Monterey County Office of Education Greenfield Union School District King City High School District Monterey Peninsula Unified School District North Monterey County Unified School District Salinas City School District San Lucas Union School District Soledad Unified School District	Hartnell Community College Monterey Peninsula College	California State University, Monterey Bay California State University, Sacramento
Napa Program	Napa Valley Unified School District	Napa Valley Community College	Pacific Union College Chapman University Sonoma State University
Oceanside Program	Oceanside Unified School District	Mira Costa Community College	CSU San Marcos
Ontario-Montclair Program	Ontario-Montclair School District	Mt. San Antonio Community College	Cal State Polytechnic University, Pomona
Orange County Program	Orange County Department of Education Brea Olinda Unified School District Capistrano Unified School District Cypress School District Magnolia School District Orange Unified School District Saddleback Valley Unified School District Santa Ana Unified School District	Santa Ana Community College Saddleback Community College	California State University, Fullerton
Palmdale Program	Palmdale School District	Antelope Valley Community College	California State University, Bakersfield
Riverside County Program	Riverside County Office of Education	Riverside Community College College of the Desert	California State University, San Bernardino

TABLE 3 Continued: Expansion Program Participants

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CAMPUS OF THE CALIFORNIA COMMUNITY COLLEGE	PARTICIPATING CAMPUS OF THE CALIFORNIA STATE UNIVERSITY
Riverside School District Program	Riverside Unified School District	Riverside Community College	California State University, San Bernardino University of California, Riverside
San Francisco Program	San Francisco Unified School District	City College of San Francisco	San Francisco State University
San Jose Program	San Jose Unified School District	San Jose Evergreen Community College District	San Jose State University
Stockton Program	Stockton Unified School District	San Joaquin Delta Community College	California State University, Stanislaus
Sweetwater Program	Sweetwater Union High School District	Southwestern Community College	San Diego State University
West Contra Costa Program	West Contra Costa Unified School District	Contra Costa Community College	California State University, Hayward
Ventura County Program	Ventura County Schools Conejo Valley School District Fillmore Unified School District Hueneme Elementary School District Las Virgines Unified Moorpark Unified School District Ocean View Elementary School District Ojai Unified School District Oxnard Elementary School District Oxnard Union High School District Pleasant Valley Elementary School District Rio Elementary School District Santa Paula Union High	Ventura Community College Oxnard Community College Moorpark Community College	California State University, Northridge (Channel Islands Campus) California Lutheran University University of California, Santa Barbara
TOTAL: 29	90	35	23*

*17 California State Universities, 2 Universities of California, 4 Independent Colleges and Universities

Data Table 4: Ethnicities of Current Participants and Program Graduates

One purpose of the California School Paraprofessional Teacher Training Program is to diversify the teaching profession. Information included in Table 4 indicates that the program is serving a culturally diverse population of current participants and has produced a culturally diverse group of program graduates.

Table 4 includes the ethnicities of the program participants who responded to the spring 2001 survey question regarding their ethnicity. Of the participants who responded, 76% are members of ethnic minority groups.

Three hundred and seventeen program graduates responded to the survey question regarding their ethnicity. Of those, 83% are members of ethnic minority groups.

Status Report Data Table 4:
Ethnicities of Current Participants and Program Graduates
 (Data Source: 2000-2001 Annual Reports)

Current Program Participants
(Spring 2001)

Ethnicities	Numbers
African American	222
Armenian	25
Asian (Chinese, Korean and Japanese)	46
Filipino	26
Mexican American/Hispanic	1,203
Middle Eastern	11
Native American/American Indian	14
Pacific Islander	8
Southeast Asian (Hmong, Cambodian, Lao, Mien, and Vietnamese)	93
White Non-Hispanic	487
Other White	22
TOTAL:	2,157¹

Program Graduates
(Spring 2001)

Ethnicities	Numbers
African American	21
Armenian	22
Asian (Chinese, Korean and Japanese)	19
Filipino	21
Mexican American/Hispanic	143
Middle Eastern	4
Native American/American Indian	1
Pacific Islander	0
Southeast Asian (Hmong, Cambodian, Lao, Mien, and Vietnamese)	35
White Non-Hispanic	48
Other White	3
TOTAL:	317²

Data Table 5: Academic Standing of Paraprofessional Program Participants

¹ Of the 2268 program participants, 2157 responded to the survey question regarding ethnicity.

² Of the 319 program graduates, 317 responded to the survey question regarding ethnicity.

The primary purpose of the California School Paraprofessional Teacher Training Program is to create a career ladder that enables school paraprofessionals to become certificated classroom teachers. Table 5 shows that 1,388 of the 2,268 participants are currently enrolled in coursework at participating campuses of four-year colleges and universities. This number represents 61% of all program participants. Of the 1,388 four-year college and university enrollees, 452 are enrolled in teacher preparation programs, and the other 936 are enrolled in Bachelor's degree programs. Participants who are currently enrolled in teacher preparation programs can attain full certification within the next one to two years. To the extent possible, participants enrolled in a bachelor's degree program are supported and guided through a subject matter program. Completion of the subject matter program allows participants to enter student teaching or an internship program without being required to complete the subject matter examinations.

Status Report Data Table 5:

Academic Standing of Paraprofessional Program Participants

Spring 2001(Original 13 Programs)

(Data Source: 2000-2001 Annual Reports)

Paraprofessional Program Participants		Academic Standing of Program Participants		
Program Sites	Total Numbers of Participants	Attending Community Colleges	Attending 4- Year Colleges/ Universities: Enrolled in B.A. Degree Programs	Attending 4- Year Colleges/ Universities: Enrolled in Credential Programs
Anaheim High School District	16	0	9	7
Azusa Unified School District	20	0	6	14
Chula Vista Elementary School District	17	1	9	7
Clovis/Fresno Unified School District	22	0	3	19
Glendale Unified School District	5	0	0	5
Lodi/Redding Unified School District	24	4	14	6
Los Angeles Unified School District	22	0	1	21
Merced Consortium	54	13	33	8
Oakland Unified School District	33	7	18	8

San Francisco Unified School District	59	2	8	49
San Jose Unified School District	14	0	2	12
Stockton Unified School District	28	0	6	22
Ventura Consortium	48	13	16	19
TOTALS:	362	40	125	197

Status Report Data Table 5 (Continued):
Academic Standing of Paraprofessional Program Participants
Spring 2001 Expansion Programs
(Data Source: 2000-2001 Annual Reports)

Paraprofessional Program Participants		Academic Standing of Program Participants		
Program Sites	Total Numbers of Participants	Attending Community Colleges	Attending 4- Year Colleges/ Universities: Enrolled in B.A. Degree Programs	Attending 4- Year Colleges/ Universities: Enrolled in Credential Programs
Anaheim Union	24	15	8	1
Antelope Valley Union	29	20	9	0
Azusa Unified School District	33	33	0	0
Bellflower Unified School District	20	8	6	6
Chula Vista Unified School District	10	6	4	0
Clovis/Fresno Unified School District	103	18	63	22
Fresno County Office of Education	115	27	69	19
Glendale Unified School District	37	6	15	16
Hayward Unified School District	27	21	6	0
Kings County Office of Education	64	43	20	1
Lennox Unified School District	28	7	21	0

Lodi Unified School District	21	14	6	1
Long Beach Unified School District	21	0	12	9
Los Angeles Unified School District	420	138	225	57
Merced Unified School District	145	84	48	13
Monterey County Office of Education	91	49	36	6
Napa Valley Unified School District	18	7	7	4
Oceanside Unified School District	17	13	4	0
Ontario-Montclair Unified School District	39	25	13	1

Status Report Data Table 5 (Continued):
Academic Standing of Paraprofessional Program Participants
Spring 2001 Expansion Programs
(Data Source: 2000-2001 Annual Reports)

Paraprofessional Program Participants		Academic Standing of Program Participants		
Program Sites	Total Numbers of Participants	Attending Community Colleges	Attending 4- Year Colleges/ Universities: Enrolled in B.A. Degree Programs	Attending 4- Year Colleges/ Universities: Enrolled in Credential Programs
Orange County Office of Education	74	35	20	19
Palmdale Unified School District	54	44	10	0
Riverside County Office of Education	45	36	2	7
Riverside Unified School District	30	19	9	2
San Francisco Unified School District	72	4	33	35
San Jose Unified School District	64	34	26	4

Stockton Unified School District	44	23	20	1
Sweetwater Union High School District	20	11	5	4
Ventura County Office of Education	204	75	102	27
West Contra Costa Unified School District	37	25	12	0
EXPANSION TOTALS:	1906	840	811	255
ORIGINAL 13 PROGRAMS	362	40	125	197
GRAND TOTALS:	2268	880	936	452

Data Table 6: Certification Goals of Program Participants

It was legislatively mandated that the Paraprofessional Teacher Training Program focus on recruiting teachers for bilingual education, special education, K-3 teachers to facilitate class size reduction, and teachers to fulfill a local education agency's own specific teacher needs. Table 6 shows that there are 1,301 paraprofessionals pursuing either a special education or bilingual education teaching credential. This number represents 57% of all program participants, and indicates that the program is achieving this significant educational purpose. We are pleased to report that participants in three programs (Antelope Valley High School District, Riverside County Office of Education, and Sweetwater High School District) are seeking special education certification exclusively.

Education Code Section 44393(b)4 identifies recruitment of multiple subject credentialed teachers interested in teaching kindergarten or any of grades 1 to 3 to facilitate class size reduction; however, participating districts did not have paraprofessionals who met the education requirements identified in law. Although there are a total of 496 participants seeking a multiple subject credential with a Crosscultural Language and Academic Development (CLAD) Emphasis, and an additional 249 seeking a non-emphasis multiple subject credential, no program has identified a cohort seeking K-3 service only.

Status Report Data Table 6: Participant Certification Goals and Totals Original 13 Programs

(Data Source 2000-01 Annual Reports)

Paraprofessional Program Participants		Certification Goals						Grand Totals
Program Sites	Total Numbers of Participants	Bilingual Crosscultural Language and Academic Development (BCLAD)	Special Education	Crosscultural Language and Academic Development		Multiple Subject	Single Subject	
				MS	SS			
Anaheim High School District	16	0	8	2	4	0	2	16
Azusa Unified School District	20	17	0	3	0	0	0	20
Chula Vista Elementary School District	17	11	6	0	0	0	0	17
Clovis/Fresno Unified School District	22	9	7	3	3	0	0	22
Glendale Unified School District	5	1	0	4	0	0	0	5
Lodi Unified School District	24	15	6	1	2	0	0	24
Los Angeles Unified School District	22	14	2	2	4	0	0	22
Merced Unified School District	54	38	14	2	0	0	0	54
Oakland Unified School District	33	19	6	5	1	2	0	33
San Francisco Unified School District	59	17	17	14	6	0	5	59
San Jose Unified School District	14	6	5	3	0	0	0	14
Stockton Unified School District	28	24	1	3	0	0	0	28
Ventura Consortium	48	28	13	0	2	5	0	48
TOTALS:	362	199	85	42	22	7	7	362

Status Report Data Table 6 (Continued): Participant Certification Goals and Totals
Expansion Programs (Data Source 2000-01 Annual Reports)

Paraprofessional Program Participants		Certification Goals						Grand Totals
Program Sites	Total Numbers of Participants	Bilingual Crosscultural Language and Academic Development (BCLAD)	Special Education	Crosscultural Language and Academic Development		Multiple Subject	Single Subject	
				MS	SS			
Anaheim Union	24 ³	4	5	3	1	1	0	14
Antelope Valley Union	29		29		0	0	0	29
Azusa Unified School District	33	29	0	4	0	0	0	33
Bellflower Unified School District	20		4	1	0	5	10	20
Chula Vista Unified School District	10	5	5		0	0	0	10
Clovis/Fresno Unified School District	103	51	35	17	0	0	0	103
Fresno County Office of Education	115	71	25	19	0	0	0	115
Glendale Unified School District	37	0	6	22	9	0	0	37
Hayward Unified School District	27 ⁴	5	7	6	1	0	0	19
Kings County Office of Education	64	35	17	12	0	0	0	64
Lennox Unified School District	28	27	0	1	0	0	0	28
Lodi Unified School District	21	11	8	0	2	0	0	21
Long Beach Unified School District	21	9	0	12	0	0	0	21
Los Angeles Unified School District	420 ⁵	74	91	39	2	158	24	388
Merced Unified School District	145	71	26	46	2	0	0	145

³ 10 did not respond.

⁴ 8 did not respond.

⁵ 32 did not respond.

**Status Report Data Table 6 (Continued): Participant Certification Goals and Totals
Expansion Programs**

(Data Source 2000-01 Annual Reports)

Paraprofessional Program Participants		Certification Goals						Grand Totals
Program Sites	Total Numbers of Participants	Bilingual Crosscultural Language and Academic Development (BCLAD)	Special Education	Crosscultural Language and Academic Development		Multiple Subject	Single Subject	
				MS	SS			
Monterey County Office of Education	91	36	4	44	6	1	0	91
Napa Unified School District	18	5	4	6	3	0	0	18
Oceanside Unified School District	17	0	6	11	0	0	0	17
Ontario-Montclair Unified School District	39	1	2	36	0	0	0	39
Orange County Office of Education	74	7	15	34	6	7	5	74
Palmdale Unified School District	54	0	0	54	0	0	0	54
Riverside County Office of Education	45 ⁶	0	45		0	0	0	45
Riverside Unified School District	30	14	7	6	3	0	0	30
San Francisco Unified School District	72	22	19	0	22	9	0	72
San Jose Unified School District	64	23	5	30	0	0	6	64
Stockton Unified School District	44	0	22	5	0	17	0	44
Sweetwater High School District	20	0	20		0	0	0	20
Ventura County Office of Education	204 ⁷	63	25	38	11	44	16	197
West Contra Costa Unified School District	37	9	13	8	7	0	0	37
TOTALS:	1906	572	445	454	75	242	61	1849
ORIGINAL 13 PROGRAMS:	362	199	85	42	22	7	7	362
GRANDTOTALS	2268	771	530	496	97	249	68	2211

⁶ All are seeking a moderate severe special education authorization.

⁷ 7 did not respond.

Data Table 7: California Basic Educational Skills Test (CBEST) Passage Data

In addition to completion of a teacher preparation program, the requirements for California teacher certification include passage of the California Basic Educational Skills Test, or CBEST. This test assesses each individual's basic skills in reading, writing and mathematics. However, many of the program participants view the exam as challenging, especially paraprofessionals who are not native speakers of English.

Many students who enroll in traditional teacher preparation programs are advised to take the CBEST no later than their junior year. Participants in the Paraprofessional Teacher Training Program are encouraged to take the test as soon as they complete a basic college course in mathematics. Participants are advised that taking the CBEST will relieve their anxiety about the exam and will allow them to determine what type(s) of tutorial support may be needed.

Table 7 includes information about the numbers of program participants who had taken the CBEST prior to or during 2000-01, the numbers who had passed the entire test, and the numbers of participants who had passed one or two sections of the exam. Of the 2,268 participants, 807 had taken the CBEST in 2000-01 or earlier. This represents 35% of all participants. Of those who had taken the CBEST, 68% passed the entire three-part examination. This is a significant accomplishment since this is expansion year one and the majority of program participants are from language backgrounds that make the exam challenging. The other program participants are (1) completing college courses in mathematics, reading and writing; (2) participating in supplementary workshops on test-taking skills; and (3) receiving accurate feedback about their skill levels when they take the CBEST examination.

**Status Report Data Table 7:
California Basic Educational Skills Test Passage Data Current Program Participants
Original 13 Programs**

(Data Source 2000-01 Annual Reports)

Program Sites	Total Numbers of Participants	Numbers of Participants Who Have Taken the Exam and Percent of Total Number of Participants		Numbers of Participants Who Have Passed the Entire CBEST Exam	Numbers of Participants Who Have Passed One or Two Sections of the CBEST Exam
		N	%		
Anaheim High School District	16	12	75	12	0
Azusa Unified School District	20	20	100	16	4
Chula Vista Elementary School District	17	16	94	13	3
Clovis/Fresno Unified School Districts	22	22	100	18	2
Glendale Unified School District	5	5	100	5	0
Lodi/Redding Consortium	24	8	33	0	3
Los Angeles Unified School District	22	22	100	18	4
Merced Area Consortium	54	37	69	20	8
Oakland Unified School District	33	21	64	20	8
San Francisco Unified School District	59	59	100	46	13
San Jose Unified School District	14	14	100	12	2
Stockton Unified School District	28	22	79	12	10
Ventura Consortium	48	26	54	22	5
TOTALS:	362	284	78	196	58

Status Report Data Table 7 (Continued): California Basic Educational Skills Test Passage Data

Expansion Programs

(Data Source 2000-01 Annual Reports)

Program Sites	Total Numbers of Participants	Numbers of Participants Who Have Taken the Exam and Percent of Total Number of Participants		Numbers of Participants Who Have Passed the Entire CBEST Exam	Numbers of Participants Who Have Passed One or Two Sections of the CBEST Exam
		N	%		
Anaheim Union	24	4	16	4	0
Antelope Valley Union	29	0	0	0	0
Azusa Unified School District	33	0	0	0	0
Bellflower Unified School District	20	2	10	1	1
Chula Vista Elementary School District	10	1	10	1	0
Clovis/Fresno Unified School Districts	103	60	58	35	25
Fresno County Office of Education	115	32	28	26	6
Glendale Unified School District	37	21	57	15	6
Hayward Unified School District	27	3	11	2	1
Kings County Office of Education	64	21	33	13	8
Lennox Unified School District	28	14	50	5	9
Lodi Unified School District	21	1	4	1	0
Long Beach Unified School District	21	16	76	10	4
Los Angeles Unified School District	420	113	27	63	31
Merced Unified School District	145	21	14	14	4
Monterey County Office of Education	91	17	19	6	7
Napa Unified School District	18	6	33	2	4
Oceanside Unified School District	17	3	18	2	1
Ontario Unified School District	39	4	10	3	0
Orange County Office of Education	74	21	28	14	7
Palmdale Unified School District	54	0	0	0	0

Status Report Data Table 7 (Continued): California Basic Educational Skills Test Passage Data

Expansion Programs

(Data Source 2000-01 Annual Reports)

Program Sites	Total Numbers of Participants	Numbers of Participants Who Have Taken the Exam and Percent of Total Number of Participants		Numbers of Participants Who Have Passed the Entire CBEST Exam	Numbers of Participants Who Have Passed One or Two Sections of the CBEST Exam
		N	%		
Riverside County Office of Education	45	8	18	6	2
Riverside Unified School District	30	3	10	3	0
San Francisco Unified School District	72	72	100	49	0
San Jose Unified School District	64	19	30	16	3
Stockton Unified School District	44	9	20	7	2
Sweetwater High School District	20	6	30	6	0
Ventura County Office of Education	204	45	22	36	9
West Contra Costa Unified School District	37	1	3	1	0
TOTALS:	1906	523	27	341	130
ORIGINAL 13 PROGRAMS	362	284	78	196	58
GRAND TOTALS	2268	807	35%	537	188

Data Table 8: Program Graduates and Current Program Participants Employed As Teachers

Beginning on the next page, Table 8 shows how many program graduates and program participants are currently serving in California public school classrooms. Since its inception, the program has produced a total of 319 fully-certificated program graduates. Of the current 2,268 paraprofessionals participating in the program, 221 are currently serving in classrooms on preliminary credentials (61), university internship credentials (50), district internship credentials (11), pre-intern certificates (14), and, because our policies and laws do not prohibit emergency permits in this program, emergency permits (85). This brings to 540, the total number of program graduates and participants who are serving as teachers in California public schools.

Because programs are designed to support participants through the professional level credential, Data Table 8 includes 61 participants serving on preliminary credentials. Although these individuals are considered “fully-credentialed” they are identified as program participants instead of program graduates because 1) they continue to receive financial assistance through the program, 2) they have not completed the professional level credential, and/or 3) they are enrolled in a dual special education certification program and have not yet completed requirements for the special education credential.

The typical certification path for paraprofessionals is completion of baccalaureate degree requirements, which include subject matter coursework, and entry into a university or district internship program. The preliminary or professional clear credential is issued at the conclusion of the internship. Therefore, it is important for participating districts to have an internship program in place. Data Table 8 identifies 85 emergency permit holders because 12 of the 90 participating local education agencies do not yet have university or district internship programs.

Although paraprofessionals are an important element of the instructional team most do not possess a Bachelor’s degree and do not yet qualify for a teaching credential. Since the majority of paraprofessionals earn the minimum wage it is reasonable to assume that once a paraprofessional completes a baccalaureate degree and passes the California Basic Educational Skills Test (CBEST) he/she will wish to seek employment as a teacher.

The Commission is sensitive to the fact the majority of paraprofessionals in this program earn an annual income of less than \$20,000. In an effort to accommodate participants serving in the 12 local education agencies without internship programs, a policy decision was made to allow paraprofessionals in possession of a Bachelor’s degree and verification of passage of CBEST to serve, for a maximum of two years, on an emergency multiple subject, single subject or a special education teaching permit. This policy allows participants to earn an increased salary while completing remaining certification requirements. All participants serving on emergency permits must attain full teacher certification within the two year period.

**Status Report Data Table 8: Current Program Participants and Program Graduates Who are Employed as Teachers
Original 13 Programs**

(Data Source 2000-01 Annual Reports)

Programs	Numbers of Current Participants Serving as Teachers of Record and Certification Held					Numbers of Program Graduates Serving as Teachers of Record	Grand Totals
Program Sites	Preliminary Credential	University and District Internships		Pre-Intern Certificate	Emergency Permit	Graduate Totals	Numbers Serving as Teachers of Record
		District	IHE				
Anaheim High School District	4	0	0	1	7	6	18
Azusa Unified School District	0	0	9	0	5	9	23
Chula Vista Elementary School District	1	0	0	0	1	5	7
Fresno/Clovis Unified School District	9	0	0	0	0	63	72
Glendale Unified School District	0	0	0	0	0	39	39
Lodi Unified School District	0	3	2	0	0	12	17
Los Angeles Unified School District	0	0	5	0	11	19	35
Merced City School District	0	0	4	0	0	27	31
Oakland Unified School District	1	0	4	2	1	6	15
San Francisco Unified School District	18	0	0	8	20	58	104
San Jose Unified School District	0	0	5	0	6	3	14
Stockton Unified School District	2	0	6	0	3	17	28
Ventura Consortium	12	3	0	0	9	51	75
Totals	47	6	35	11	63	315	477

Status Report Data Table 8 (Continued): Current Program Participants and Program Graduates Who are Employed as Teachers

Expansion Programs

(Data Source 2000-01 Annual Reports)

Programs	Numbers of Current Participants Serving as Teachers of Record and Certification Held					Numbers of Program Graduates Serving as Teachers of Record	Grand Totals
Program Sites	Preliminary Credential	University and District Internships		Pre-Intern Certificate	Emergency Permit	Graduate Totals	Numbers Serving as Teachers of Record
		District	IHE				
Anaheim High School District	0	0	0	0	0	0	0
Antelope Valley Union	0	0	0	0	0	0	0
Azusa Unified School District	0	0	0	0	0	0	0
Bellflower Unified School District	0	0	0	0	0	0	0
Chula Vista Unified School District	0	0	0	0	0	0	0
Clovis/Fresno Unified School District	4	0	3	0	1	0	8
Fresno County Office of Education	5	0	5	0	2	0	3
Glendale Unified School District	0	0	1	0	2	0	3
Hayward Unified School District	0	0	0	0	0	0	0
Kings County Office of Education	0	0	0	0	1	0	1
Lennox Unified School District	0	0	2	0	2	0	4
Lodi Unified School District	0	0	1	0	0	0	1
Long Beach Unified School District	0	0	1	1	0	0	2
Los Angeles Unified School District	5	0	0	0	8	0	13
Merced Unified School District	0	0	0	0	0	0	0
Monterey County Office of Education	0	0	0	0	1	0	1
Napa Unified School District	0	0	0	0	1	0	1
Oceanside Unified School District	0	0	0	0	0	0	0
Ontario Montclair Unified School District	0	0	0	0	0	0	0

**Status Report Data Table 8 (Continued): Current Program Participants and Program Graduates Who are Employed as Teachers
Expansion Programs (continued)**

(Data Source 2000-01 Annual Reports)

Programs	Numbers of Current Participants Serving as Teachers of Record and Certification Held					Numbers of Program Graduates Serving as Teachers of Record	Grand Totals
Program Sites	Preliminary Credential	University Internship		Pre-Intern Certificate	Emergency Permit	Graduate Totals	Numbers Serving as Teachers of Record
		District	IHE				
Orange County Office of Education	0	5	1	1	0	0	7
Palmdale Unified School District	0	0	0	0	0	0	0
Riverside County Office of Education	0	0	0	1	0	0	1
Riverside Unified School District	0	0	0	0	1	0	1
San Francisco Unified School District	0	0	0	0	4	2	6
San Jose Unified School District	0	0	0	0	0	0	0
Stockton Unified School District	0	0	1	0	0	0	1
Sweetwater High School Distct	0	0	0	0	0	0	0
Ventura County Office of Education	0	0	0	0	1	0	1
West Contra Costa Unified School District	0	0	0	0	0	0	0
GRAND TOTALS:	61	11	50	14	85	319	540
Expansion	14	5	15	3	22	4	63
Original	47	6	35	11	63	315	477

Data Table 9: Economic Status of Participants: Income Range Per Household

Among the questions included in each local program's annual survey is a request for information regarding the participants' economic status, which is required by law. Table 9 shows that 2,166 participants responded to this question. Of those responding, 67 percent identified their household annual income range as being either (a) under \$10,000 (456), or (b) between \$10,000 and \$20,000 (999).

It should also be noted that all participants responded to questions asking if they are the head of the household and if they pay for their medical benefits. Of those respondents, 34% indicated they are heads of households, and 34% pay for their own medical coverage. Participants were also asked if they are first-generation college students. Of the 1,973 participants who responded to this question, 1,022 indicated that they are the first in their family to attend college.

Status Report Data Table 9: Economic Status of Participants in Terms of Income Range Per Household Original 13 Programs

(Data Source 2000-01 Annual Reports)

Program Sites	Total Numbers of Participants	Under \$10,000	\$10,000 - \$20,000	\$20,000 - \$30,000	\$30,000 - \$40,000	\$40,000 - \$50,000	Over \$50,000	Total Numbers of Responses
Anaheim High School District	16	0	3	7	4	0	2	16
Azusa Unified School District	20	1	0	3	1	11	4	20
Chula Vista Elementary School District	17	0	2	8	4	0	3	17
Clovis/Fresno Unified School District	22	8	9	3	2	0	0	22
Glendale Unified School District	5	0	1	3	0	1	0	5
Lodi/Redding Consortium	24	0	9	8	6	1	0	24
Los Angeles Unified School District	22	0	0	0	22	0	0	22
Merced Consortium	54	15	19	10	6	2	2	54
Oakland Unified School District	33	4	14	10	4	1	0	33
San Francisco Unified School District	59	0	15	0	44	0	0	59
San Jose Unified School District	14	0	1	0	13	0	0	14
Stockton Unified School District	28	2	5	2	8	6	5	28
Ventura Consortium	48	5	12	9	9	5	0	40 ⁸
TOTALS:	362	35	90	63	123	27	16	354

⁸ 8 did not respond.

**Status Report Data Table 9: Economic Status of Participants in Terms of
Income Range Per Household
Expansion Grants**

(Data Source 2000-01 Annual Reports)

Program Sites	Total Numbers of Participants	Under \$10,000	\$10,000 - \$20,000	\$20,000 - \$30,000	\$30,000 - \$40,000	\$40,000 - \$50,000	Over \$50,000	Total Numbers of Responses
Anaheim Union	24	2	13	5	1	1	2	24
Antelope Valley Union	29		6	4	6	3	10	29
Azusa Unified School District	33	9	9	3	3	3	6	33
Bellflower Unified School District	20	11	4	1	4	0	0	20
Chula Vista Unified School District	10	1	2	1	0	3	3	10
Clovis/Fresno Unified School District	103	38	36	10	9	1	9	103
Fresno County Office of Education	115	40	43	11	10	1	10	115
Glendale Unified School District	37	4	19	6	5	1	2	37
Hayward Unified School District	27	1	6	3	3	5	9	27
Kings County Office of Education	64	22	23	15	3	1	0	64
Lennox Unified School District	28	0	24	4	0	0	0	28
Lodi Unified School District	21	0	7	13	1	0	0	21
Long Beach Unified School District	21	9	9	1	2	0	0	21
Los Angeles Unified School District	420	85	279	28	16	9	3	420
Merced Unified School District	145	29	27	20	17	13	11	145
Monterey County Office of Education	91	37	36	15	1	2	0	91
Napa Unified School District	18	4	8	4	2	0	0	18
Oceanside Unified School District	17	2	8	7	0	0	0	17
Ontario-Montclair Unified School District	39	8	26	3	2	0	0	39
Orange County Office of Education	74	4	39	23	4	2	2	74
Palmdale Unified School District	54	8	15	10	5	5	11	54
Riverside County Office of Education	45	3	18	8	4	2	10	45

Status Report Data Table 9: Economic Status of Participants in Terms of Income Range Per Household: Expansion Grants (Continued)

(Data Source 2000-01 Annual Reports)

Program Sites	Total Numbers of Participants	Under \$10,000	\$10,000 - \$20,000	\$20,000 - \$30,000	\$30,000 - \$40,000	\$40,000 - \$50,000	Over \$50,000	Total Numbers of Responses
Riverside Unified School District	30	1	10	1	2	0	4	18 ⁹
San Francisco Unified School District	72	0	68	0	4	0	0	72
San Jose Unified School District	64	27	19	6	6	1	5	64
Stockton Unified School District	44	3	9	11	7	7	7	44
Sweetwater High School District	20	1	12	7	0	0	0	20
Ventura County Office of Education	204	36	36	22	9	18	19	140 ¹⁰
West Contra Costa County Office of Education	37	1	8	5	3	2	0	19 ¹¹
TOTALS:	1906	421	909	310	252	110	135	1812
ORIGINAL 13 PROGRAMS	362	35	90	63	123	27	16	354
GRAND TOTALS:	2268	456	999	373	375	137	151	2166

⁹ 12 Did not respond

¹⁰ 64 Did not respond

¹¹ 18 Did not respond

Data Table 10: California School Paraprofessional Teacher Training Program Support

The California School Paraprofessional Teacher Training Program is a unique program that provides opportunities for participants, who have varying levels of prior academic training, to attain full certification as classroom teachers. In addition to the financial support provided by the Commission through the form of program grants, additional support for program participants comes from three sources: local education agency support, postsecondary institution support and cohort support.

Table 10 includes information on the amount each local program has invested in (a) tuition, books, and other educational fees charged for program participants, (b) other services to participants, and (c) in-kind support provided by participating agencies and organizations. Table 10 shows that 49 percent of the more than \$7.1 million in grant funds are used to cover essential college costs.

Table 10 also shows the total amount awarded to each program for the 12-month period from July 2000 through June 2001. From program to program, the actual annual cost per participant varies greatly, and depends on the following factors:

- (1) The numbers of participants who attend a community college, and the numbers who attend a four-year college or university campus.
- (2) The numbers of participants who complete the program during the year.
- (3) The amounts of local resources that are invested as in-kind contributions to the program.
- (4) The availability of local resources to support program administrative costs, and the percentage of state funding that support these costs.
- (5) The percentages of each grant that are consumed by the indirect costs of local education agencies.

In compliance with law, the Commission requires all programs to provide some in-kind support to foster the success of each program. The level of in-kind support for the program varies from locality to locality and is provided by the local education agency and the postsecondary institutions. While some agencies have access to few resources for the program, many other sponsors of local programs provide extensive in-kind support to provide participants with additional incentives to complete the program.

It is important to note that since not all of the local education agencies can provide extensive in-kind support and assume the operating costs of the program, the amounts invested for other services provided to participants must vary. The program is intended to provide opportunities for

a diverse population of paraprofessionals to become fully-certificated teachers. To deny program participation to local education agencies with little financial and other resources would deny program access to eligible paraprofessionals. The levels of in-kind support are identified in Table 10.

**Status Report Data Table 10: California School Paraprofessional Teacher Training
Program Support
Original 13 Programs**

(Data Source 2000-01 Annual Reports)

Program Sites	Total Numbers of Participants	Grant Amounts Invested for Tuition, Books, and Other IHE Fees	Grant Amounts Invested for Other Services to Participants	In-Kind Support Provided	Program Grant Awards: July 2000 Through June 2001
Anaheim High School District	16	\$56,840	\$3,024	\$26,423	\$44,679
Azusa Unified School District	20	\$27,873	\$42,813	\$15,891	\$178,746
Chula Vista Elementary School District	17	\$43,171	\$26,345	\$16,941	\$92,642
Clovis/Fresno Unified School District	22	\$27,561	\$72,082	\$30,224	\$154,163
Glendale Unified School District	5	\$9,886	\$642	\$33,442	\$30,000
Lodi/Redding Consortium	24	\$46,102	\$20,413	\$61,000	\$103,199
Los Angeles Unified School District	22	\$45,000	\$17,006	\$19,694	\$66,540
Merced Consortium	54	\$66,035	\$3,119	\$60,276	\$146,518
Oakland Unified School District	33	\$77,198	\$49,043	\$7,500	\$126,239
San Francisco Unified School District	59	\$150,083	\$56,273	\$185,736	\$206,356
San Jose Unified School District	14	\$49,557	\$84,775	\$7,832	\$149,322
Stockton Unified School District	28	\$41,083	\$20,755	\$26,580	\$73,166
Ventura Consortium	48	\$84,369	\$12,295	\$39,757	\$82,500
TOTALS:	362	\$724,761	\$408,585	\$531,296	\$1,454,070

Status Report Data Table 10 (Continued): California School Paraprofessional Teacher Training Program Support Expansion Programs
(Data Source 2000-01 Annual Reports)

Program Sites	Total Numbers of Participants	Grant Amounts Invested for Tuition, Books, and Other IHE Fees	Grant Amounts Invested for Other Services to Participants	In-Kind Support Provided	Program Grant Awards: July 2000 Through June 2001
Anaheim Union	24	\$29,280	\$558	\$31,394	\$72,000
Antelope Valley Union	29	\$29,117	\$602	\$42,059	\$87,000
Azusa Unified School District	33	\$19,187	\$34,263	\$22,851	\$99,000
Bellflower Unified School District	20	\$19,667	\$14,960	\$39,326	\$60,000
Chula Vista Unified School District	10	\$7,767	\$4,563	\$7,109	\$30,000
Clovis/Fresno Unified School District	103	\$217,227	\$102,770	\$32,528	\$309,000
Fresno County Office of Education	115	\$174,430	\$85,418	\$28,325	\$345,000
Glendale Unified School District	37	\$60,451	\$16,643	\$54,149	\$111,000
Hayward Unified School District	27	\$27,981	\$6,011	\$39,120	\$81,000
Kings County Office of Education	64	\$42,100	\$80,415	\$30,122	\$192,000
Lennox Unified School District	28	\$56,658	\$2,399	\$19,111	\$84,000
Lodi Unified School District	21	\$11,898	\$8,800	\$64,532	\$63,000
Long Beach Unified School District	21	\$40,418	\$2,666	\$2,930	\$63,000
Los Angeles Unified School District	420	\$626,867	\$267,535	\$81,014	\$1,260,000
Merced Unified School District	145	\$136,970	\$34,894	\$37,288	\$435,000
Monterey County Office of Education	91	\$98,395	\$109,575	\$37,578	\$273,000
Napa Unified School District	18	\$23,788	\$16,904	\$3,224	\$54,000
Oceanside Unified School District	17	\$27,842	\$15,821	\$11,004	\$51,000
Ontario-Montclair Unified School District	39	\$28,040	\$13,016	\$9,391	\$117,000
Orange County Office of Education	74	\$114,812	\$84,470	\$20,095	\$222,000
Palmdale Unified School District	54	\$61,200	\$100,800	\$43,808	\$162,000
Riverside County Office of Education	45	\$70,832	\$19,853	\$135,000	\$90,000
Riverside Unified School District	30	\$36,127	\$30,658	\$34,747	\$90,000
San Francisco Unified School District	72	\$164,500	\$60,500	\$169,200	\$216,000

Status Report Data Table 10 (Continued): California School Paraprofessional Teacher Training Program Support Expansion Programs

(Data Source 2000-01 Annual Reports)

Program Sites	Total Numbers of Participants	Grant Amounts Invested for Tuition, Books, and Other IHE Fees	Grant Amounts Invested for Other Services to Participants	In-Kind Support Provided	Program Grant Awards: July 2000 Through June 2001
San Jose Unified School District	64	\$126,847	\$71,153	\$238,529	\$192,000
Stockton Unified School District	44	\$96,823	\$46,007	\$26,580	\$132,000
Sweetwater High School District	20	\$32,159	\$27,841	\$71,440	\$60,000
Ventura County Office of Education	204	\$179,734	\$51,051	\$207,756	\$612,000
West Contra Costa County Office of Education	37	\$27,135	\$52,050	\$5,400	\$111,000
TOTALS:	1906	\$2,758,263	\$1,446,912	\$1,499,868	\$5,673,000
ORIGINAL 13 PROGRAMS	362	\$724,874	\$409,369	\$504,976	\$1,454,070
GRAND TOTALS:	2268	\$3,475,219	\$1,854,444	\$2,031,424	\$7,127,070

Conclusions: California Teacher Supply And Demand and the Degree to Which the California School Paraprofessional Teacher Training Program Can Meet the Teacher Demand If Properly Funded and Executed

(Data Sources: California Basic Educational Data Systems, *Where Have All the Teachers Gone?*, California Statewide Task Force on Teacher Recruitment, *Teachers Meeting Standards for Professional Certification in California: First Annual Report [2000]* and 2000-2001 Annual Reports)

Established by statute in 1990, the California School Paraprofessional Teacher Training Program is intended to address several key issues and opportunities in California's public schools, including: the shortage of teachers, the need to diversify the teaching profession, the potential to improve instructional services provided by school paraprofessionals and the opportunity to explore innovative models for teacher education. Because California has a linguistically and culturally diverse student population, there exists a shortage of fully and appropriately certificated bilingual teachers. Additionally, there is a shortage of fully certificated special education teachers. In an effort to address these shortages, follow-up legislation was passed in 1991 that required the program to focus on the recruitment of paraprofessionals to specialize in bilingual and special education. The statute called for the Commission to realize these goals by awarding grants, through a competitive process, to several school districts or county offices of education who would implement the program.

Funding for the program was included in the State Budget for the first time in 1994. The 1994-95 budget contained \$1.478 million in local assistance funds for implementation of the program, and a \$60,000 allocation to the Commission's budget to administer the program.

In 1997, California policymakers approved Assembly Bill 352 and 353 (Scott, Wildman, et al.). Chapters 737 and 831, Statutes of 1997, mandated that as of January 1, 1998 the program must recruit candidates from among 24 school districts or county offices of education and serve a minimum of 600 participants. In January 1999, Governor Gray Davis identified the California School Paraprofessional Teacher Training Program as an important element of his education initiative, Enhancing Professional Quality. Because Governor Davis believes strongly in the value of paraeducators and supports the establishment of meaningful paraeducator career ladders which lead to both enhanced responsibilities for paraeducators and teacher certification, he allocated \$10 million dollar for program augmentation in the 1999-2000 California State Budget.

Over the next ten years California will need between 250,000-300,000 classroom teachers. Additionally, in 1996, California policymakers allocated \$771 million for a statewide reduction in class sizes for grades K-3, which increases the demand for elementary teachers.

It was legislatively mandated that the Paraprofessional Teacher Training Program focus on recruiting teachers for bilingual education, special education and elementary education. Of the current 2,268 participants, 1,301 are seeking either special education or bilingual education teaching credentials. This number represents 57% of the total number of program participants and demonstrates that the program is clearly achieving this significant educational purpose. An additional 745 participants are seeking a multiple subject teaching authorization.

Since becoming fully operational, the California School Paraprofessional Teacher Training Program has produced a total of 319 graduates. Of the 319 graduates, 83% are members of ethnic minority groups. An additional 221 program participants are currently serving on preliminary teaching credentials¹², internship credentials, pre-intern certificates and emergency permits. This brings to 540 the total number of paraprofessional graduates and participants who are serving as teachers of record in classrooms.

To evaluate the success and effectiveness of the Paraprofessional Teacher Training Program, its productivity should be viewed in light of the fact that all of the participants must work and maintain families and households while they complete college and university casework to earn academic degrees and professional certification. The program has a 98% retention rate in the field of education.

According to a California Basic Educational Data Systems (CBEDS) Report (2000), there is a total of 102,027 school paraprofessionals serving in California's public schools. This previously unrecognized, untapped resource of personnel, who provide valuable instructional services to public school students on a daily basis, could partially satisfy the significant shortage of teachers in the areas of elementary education, special education and bilingual education. With financial assistance from the state in the form of grants from the Commission, eligible local education agencies can tap into this resource of paraprofessionals and cultivate quality educators for California's public schools and, in turn, decrease the number of emergency permits issued.

In the existing pool of paraprofessionals, some may not be interested in becoming teachers. Additionally, not all paraprofessionals and local education agencies will qualify for participation in the program. However, many other paraprofessionals are determined to become teachers, and may qualify for participation in the program. With additional funding, the Commission could invite current projects to submit proposals to expand their numbers, and could invite other local education agencies to submit proposals for new projects. Taking into consideration the focus of the program, the number of successful graduates from the program, their areas of certification and the impact the number of program graduates have made to satisfy local employer needs, full funding and operation of the program will continue to make a significant impact on teacher shortages in the areas of elementary education, special education and bilingual education beginning in 2001-2002.

¹² Although preliminary credential holders are considered "fully-credentialed" this report identifies 61 preliminary credential holders as program participants instead of program graduates because 1) they continue to receive financial assistance through the program, 2) they have not completed the professional level credential, and/or 3) they are enrolled in a dual special education certification program and have not yet completed requirements for the special education credential.

Appendix A

Chapter 1444 of the Statutes of 1990, Which Established The School Paraprofessional Teacher Training Program

Senate Bill No. 1636

CHAPTER 1444

An act to add Article 6.7 (commencing with Section 69619) to Chapter 2 of Part 42 of the Education Code, relating to education, and making an appropriation therefor.

(Approved by Governor September 28, 1990. Filed with
Secretary of Senate September 30, 1990.)

The people of the State of California do enact as follows:

SECTION 1. Article 6.7 (commencing with section 69619) is added to Chapter 2 of Part 42 of the Education Code, to read:

Article 6.7. California School Paraprofessional Teacher Training Program

69619. The Legislature hereby finds and declares that over the next five years, as many as 50 percent of the classroom teachers in many urban school districts with large percentages of minority pupils will be eligible for retirement. The Legislature further finds and declares that in many school districts there are a number of classified employees, particularly minority group members, who are enrolled in, who have been enrolled in, or who would be interested in enrolling in, a teacher training program leading to a teaching credential if they were provided assistance in applying for admission and financial aid for that purpose.

The Legislature also finds and declares that educational paraprofessionals who serve pupils in the public schools provide valuable instructional services to public school pupils. A program to enhance instructional competencies and to prepare school paraprofessionals to become teachers would result in improved services in terms of their role in the instructional program in the classroom.

69619.1- (a) The California School Paraprofessional Teacher Training Program is hereby established for the purpose of recruiting paraprofessionals to participate in a pilot program designed to encourage them to enroll in a teacher training program and to provide instructional service as a teacher in the public schools.

(b) No later than July 1, 1992, the Commission on Teacher Credentialing in consultation with the Chancellor of the California Community Colleges, the Chancellor of the California State University, and representatives of certificated and classified employee organizations, shall select

12 or more school districts or county offices of education, each of which applies for that selection and has 300 or more classified employees, to participate in a pilot program for the recruitment of school paraprofessional employees who wish to enroll in teacher training programs. The commission shall ensure that a total of 600 school paraprofessionals are recruited from among the 12 participating school districts or county offices of education. The commission shall also require that at least 40 percent of the school paraprofessionals employed by each school district or county office of education selected to participate in the pilot program are members of racial and ethnic minority groups, as determined by data compiled under the California Basic Educational Data System maintained by the State Department of Education. The criteria adopted by the Commission for the selection of school districts or county offices of education to participate in the pilot program shall include the following:

- (1) The extent to which the applicant district or county office demonstrates the capacity and willingness to accommodate the participation of school paraprofessionals of the district in teacher training programs conducted at institutions of higher education.
- (2) The extent to which the applicant district's or county office's plan for the implementation of its recruitment program involves the active participation of one or more local campuses of the California Community Colleges or the California State University in the development of coursework and teaching programs for participating school paraprofessionals. Each selected school district or county office of education shall be required to enter into a written articulation agreement with the participating campuses of the California Community Colleges and the California State University.

(c) Each selected school district or county office of education shall provide information and assistance to each school paraprofessional it recruits under the pilot program regarding admission to a teacher training program.

(d) The school district or county office of education shall recruit and organize groups, or "cohorts," of school paraprofessionals, of not less than 30 paraprofessionals in each cohort. Cohorts shall be organized to consist of school paraprofessionals having approximately equal academic experience and qualifications, as determined by the district or county office of education. The members of each cohort shall enroll in the same campus, and shall be provided by the school district or county office of education with appropriate support and information throughout the course of their studies. Each school district or county office of education shall certify that it has received a commitment from each member of a cohort that he or she will complete one school year of classroom instruction in the district county office of education for each year that he or she received assistance for books, fees, and tuition while attending a community college or a campus of the California State University under the program. To the extent possible, members of each cohort shall proceed through the same waiver and credential programs. "teacher training program," for the purposes of this article, means any undergraduate program of instruction conducted at a campus of the California Community Colleges, or undergraduate or graduate program conducted at a campus of the California State University, that is designed to qualify students enrolled in the program for a teaching credential authorizing instruction in kindergarten and grades 1 to 12, inclusive.

(e) The commission shall contract with an independent evaluator with a proven record of experience to assessing career advancement teacher training programs to determine the success of the recruitment programs established pursuant to subdivision (b). The evaluation shall be made on an annual basis and shall include, but shall not be limited, all of the following-

- (1) The number and racial and ethnic classifications of school paraprofessionals participating in the pilot program who successfully complete the teacher training program each year.
- (2) The number and racial and ethnic classifications of school paraprofessionals participating in the pilot program who successfully complete the teacher training program each year.
- (3) The total cost per person participating in the pilot program who successfully obtains a teaching credential, based upon all state, local, federal, and other sources of funding.
- (4) The economic status of persons participating in the pilot program.
- (5) A description of financial and other resources made available to each recruitment program by participating school districts or county offices of education, the California Community Colleges, the California State University, and other participating organizations.

(f) Each selected school district or county offices of education shall report to the commission regarding the progress of each cohort of school paraprofessionals, and other information regarding its recruitment program as the commission may direct.

(g) No later than January 1, 1993, and again by January 1, 1994, and by January 1, 1995, the commission shall report to the Legislature regarding the status of the pilot program, including, but not limited to the number of school paraprofessionals recruited, the academic progress of the school paraprofessionals recruited, the number of school paraprofessionals recruited who are subsequently employed " teachers in the public schools, and other effects upon the operation of the public schools.

(h) "Teaching paraprofessional," for the purposes of this article, includes the following job classifications: teacher associate, teacher assistant, teacher aide, pupil services aide, and library aide.

(i) "local education agency" for the purposes of this article includes county offices of education that can participate in the pilot programs.

69619.3 The Commission on Teacher Credentialing shall conduct a survey of classified employees in each school district or county office of education maintaining kindergarten and any of grades 1 to 12, inclusive, that has 300 or more classified employees here at least 40 percent of the paraprofessionals employed by the district or county office are members of racial and ethnic minority groups. The survey shall be addressed to those classified employees of each of those districts or county offices who express the desire to, enroll in a postsecondary education program in order to obtain a teaching credential authorizing instruction in kindergarten and grades 1 to 12,

inclusive, and shall determine the educational attainment of each of those classified employees, and the approximate coursework that would be required in order for the classified employee to obtain that teaching credential. The survey shall be designed to determine the extent to which the need exists, in the 1992-93 fiscal year and thereafter, for the pilot program described in Section 69619.1. The survey shall include the views of the management employees of the local school districts or county offices of education regarding their participation in the pilot program. The commission shall submit draft recommendations based on the results of the survey to the Legislature no later than May 1, 1991. The commission shall submit the results of the survey to the Legislature no later than July 1, 1990.

SECTION 2. The sum of eighty-five thousand dollars (\$85,000) is hereby appropriated from the Teacher Credentials Fund to the Commission on Teacher Credentialing for the purpose of conducting the survey pursuant to Section 69619.3 of the Education Code.

Appendix B

Chapters 737 and 831 of the Statutes of 1997, Which Authorized Expansion of The California School Paraprofessional Teacher Training Program

EDUCATION CODE SECTION 44390-44393

44390. The Legislature hereby finds and declares that over the next five years, as many as 50 percent of the classroom teachers in many urban school districts with large percentages of minority pupils will be eligible for retirement. The Legislature further finds and declares that in many school districts there are a number of classified employees, particularly minority group members, who are enrolled in, who have been enrolled in, or who would be interested in enrolling in, a teacher training program leading to a teaching credential if they were provided assistance in applying for admission and financial aid for that purpose.

The Legislature also finds and declares that educational paraprofessionals who serve pupils in the public schools provide valuable instructional services to public school pupils. A program to enhance instructional competencies and to prepare school paraprofessionals to become teachers would result in improved services in terms of their role in the instructional program in the classroom.

44391. This article shall be known and may be cited as the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997.

44392. For the purposes of this article, unless the context clearly requires otherwise, the following terms shall have the following meanings:

(a) "Institutions of higher education" means the California Community Colleges, the California State University, the University of California, and private institutions of higher education that offer an accredited teacher training program.

(b) "Program" means the California School Paraprofessional Teacher Training Program established pursuant to Section 44393.

(c) "Teaching paraprofessional" means the following job classifications: educational aide, special education aide, special education assistant, teacher associate, teacher assistant, teacher aide, pupil service aide, library aide, child development aide, child development assistant, and physical education aide.

(d) "Teacher training program" means any undergraduate or graduate program of instruction conducted by a campus of an institution of higher education that includes a developmentally sequenced career ladder to provide instruction, coursework, and clearly defined tasks for each level of the ladder, and that is designed to qualify students enrolled in the program for a teaching credential authorizing instruction in kindergarten and grades 1 to 12, inclusive.

44393. (a) The California School Paraprofessional Teacher Training Program is hereby established for the purpose of recruiting paraprofessionals to participate in a program designed to encourage them to enroll in teacher training programs and to provide instructional service as teachers in the public schools.

(b) Commencing on January 1, 1998, the Commission on Teacher Credentialing, in consultation with the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, the chancellors of private institutions of higher education that offer accredited teacher training programs, and representatives of certificated and classified employee organizations, shall select 24 or more school districts or county offices of education representing rural, urban, and suburban areas that apply to participate in the program. The commission shall ensure that, at a minimum, a total of 600 school paraprofessionals are recruited from among the 24 or more participating school districts or county offices of education. The criteria adopted by the commission for the selection of school districts or county offices of education to participate in the program shall include all of the following:

(1) The extent to which the applicant school district or county office of education demonstrates the capacity and willingness to accommodate the participation of school paraprofessionals of the school in teacher training programs conducted at institutions of higher education.

(2) The extent to which the applicant's plan for the implementation of its recruitment program involves the active participation of one or more local campuses of the participating institutions of higher education in the development of coursework and teaching programs for participating school paraprofessionals. Each selected school district or county office of education shall be required to enter into a written articulation agreement with the participating campuses of the institutions of higher education.

(3) The extent to which the applicant's plan for recruitment attempts to meet the demand for bilingual cross cultural teachers.

(4) The extent to which the applicant's plan for recruitment attempts to meet the demand for multiple subject credentialed teachers interested in teaching kindergarten or any of grades 1 to 3, inclusive. For purposes of this paragraph, each paraprofessional selected to participate shall have completed at least two years of undergraduate college or university coursework and shall have demonstrated an interest in obtaining a multiple subject teaching credential for teaching kindergarten or any of grades 1 to 3, inclusive.

(5) The extent to which the applicant's plan for recruitment attempts to meet the demand for special education teachers.

(6) The extent to which the applicant's plan for recruitment includes a developmentally sequenced series of job descriptions that lead from an entry-level school paraprofessional position to an entry-level teaching position in that school district or county office of education.

(7) The extent to which the applicant's plan for recruitment attempts to meet its own specific teacher needs.

(8) The extent to which the applicant's plan for implementation of its recruitment program involves participation in a district internship program pursuant to Sections 44325, 44326, 44327, 44328, and 44830.3 or a university internship program pursuant to Article 3 (commencing with Section 44450) of Chapter 3.

(c) Each selected school district or county office of education shall provide information and assistance to each school paraprofessional it recruits under the program regarding admission to a teacher training program.

(d) The school district or county office of education shall recruit and organize groups, or "cohorts," of school paraprofessionals, of no more than 30, and no less than 10, paraprofessionals in each cohort. Cohorts shall be organized to consist of school paraprofessionals having approximately equal academic experience and qualifications, as determined by the school district or county office of education. The members of each cohort shall enroll in the same campus, and shall be provided by the school district or county office of education with appropriate support and information throughout the course of their studies. Each school district or county office of education shall certify that it has received a commitment from each member of a cohort that he or she will complete one school year of classroom instruction in the district or county office of education for each year that he or she receives assistance for books, fees, and tuition while attending an institution of higher education under the program. To the extent possible, the members of each cohort shall proceed through the same waiver and credential programs. To the extent that any participant does not fulfill his or her obligation to complete one year of classroom instruction for each year of financial assistance he or she under the program, the participant shall be required to repay the assistance.

(e) The commission shall contract with an independent evaluator with a proven record of experience in assessing career-advancement programs or teacher training programs to determine the success of the recruitment programs established pursuant to subdivision (b). The evaluation shall be made on an annual basis and shall include, but not be limited to, all of the following:

(1) The total cost per person participating in the program who successfully obtains a teaching credential, based upon all state, local, federal, and other sources of funding.

(2) The economic status of persons participating in the pilot program.

(3) A description of financial and other resources made available to each recruitment program by participating school districts or county offices of education, institutions of higher education, and other participating organizations.

(4) The extent to which pupil performance on standardized achievement tests has improved in classes taught by teachers who have successfully completed the program, in comparison to classes taught by other teachers who have equivalent teaching experience.

(5) The extent to which pupil dropout rates and other measures of delinquency have improved in classes taught by teachers who have successfully completed the program.

(6) The extent to which teachers who have successfully completed the program remain in the communities in which they reside and in which they teach.

(7) The attrition rate of teachers who have successfully completed the program.

(f) Each selected school district or county office of education shall report to the commission regarding the progress of each cohort of school paraprofessionals, and other information regarding its recruitment program as the commission may direct.

(g) No later than January 1, 1998, and annually thereafter, the commission shall report to the Legislature regarding the status of the pilot program, including, but not limited to, the number of school paraprofessionals recruited, the academic progress of the school paraprofessionals recruited, the number of school paraprofessionals recruited who are subsequently employed as teachers in the public schools, the degree to which the program meets the demand for bilingual and special education teachers, the degree to which the program or similar programs can meet

that demand if properly funded and executed, and other effects upon the operation of the public schools.

(h) It is the intent of the Legislature that, commencing with the 1997-98 fiscal year, and each fiscal year thereafter, funding for the California School Paraprofessional Teacher Training Program be allocated to the Commission on Teacher Credentialing for grants to school districts pursuant to this section. In no case shall grants to any school district exceed the equivalent of three thousand dollars (\$3,000) annually per paraprofessional in the program.

Funding for grants to school districts pursuant to this subdivision, shall be contingent upon an appropriation in the annual Budget Act.

Appendix C

Panel of Career Ladder Experts Responsible for Selection of New Local California School Paraprofessional Teacher Training Programs

THE CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAM EXPANSION PROPOSAL REVIEW PANEL	
Harriett Arnold, Professor School of Education University of the Pacific	Phyllis Jacobson, Former Director Paraprofessional Teacher Training Program Lodi Unified School District
Pam Bailis U. C. Berkeley Center Extension University of California	David Simmons, Consulting Teacher Ventura County Superintendent of Schools Office
Steve Brandick, Director Paraprofessional Teacher Training Program/Career Ladder Program Los Angeles Unified School District	Sher Weahunt, Specialist Teaching Training and Development Chancellor's Office California Community Colleges
George Datz, Administrator Special Projects California School Employees Association	Jay Yarnell, Facilitator Paraeducator Career Ladder Los Angeles Unified School District
Michael Downey, Teacher California Teachers Association Arroyo Grande	Roberta Zadow, Coordinator Paraprofessional Teacher Training Program California Federation of Teachers San Francisco, Unified School District
Cynthia Hutten, Project Specialist Paraeducator Partnership Program California State University, Long Beach	